

**Syllabus for Course of Instruction**  
**SW423 Senior Seminar in Social Work Practice**  
**Spring & Summer Semesters, 2009**

**I. Basic Course Information**

Course: SW 423 Senior Seminar in Social Work Practice      3 Credit Hours

**Instructor:** Todd S. Stanfield, PhD  
**Email:** tstanfie@uu.edu (best way to contact me)  
**Website:** <http://stanfield.pbwiki.com> (contact policies are posted there)  
**Phone:** 731.661.5968  
**Office:** BAC #110  
**Office Hours:** M (1:30-4:00), W (9:30-12:00), F (9:30-12:00 & 1:30-4:00)  
please schedule a time / other times available by appointment  
**Emergencies:** Refer to <http://stanfield.pbwiki.com/SideBar>

**II. Scope of the Course**

This course is designed to provide educational direction and support for the field practicum experience. Students are given opportunities to discuss and share experiences and relate social work theory to practice. Skill development and professional value are both integral components of the learning experience. The knowledge, values, and skills of the social work profession will be surveyed in the context of agency policy and practice.

**III. Course Objectives**

Upon successful completion of *Senior Seminar in Social Work Practice*:

1. The graduate will be able to apply critical thinking skills within the context of professional social work practice.
2. The graduate will be able to practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
3. The graduate will demonstrate the professional use of self and practice without discrimination and with respect, knowledge, and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. The graduate will understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. The graduate will understand the history of the social work profession and its current structures and issues.
6. The graduate will apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. The graduate will be able to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. The graduate will be able to analyze, formulate, and influence social policies and the impact of social policies on client systems, workers, and agencies.
9. The graduate will be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions and those of other relevant systems.

10. The graduate will be able to use communication skills differentially across client populations, colleagues, and communities.
11. The graduate will use supervision and consultation appropriate to social work practice.
12. The graduate will be able to function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. The graduate will demonstrate an understanding of a Christian worldview and life style that values human life, appreciates and respects diversity, and promotes social and economic justice.
14. Faculty and students will be involved with community service opportunities that promote human well-being.

**IV. Required Text/Readings**

- *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives* - by Richard A. Swenson - ISBN: 1576-83682-7
- *Ordering Your Private World* - by Gordon MacDonald - ISBN: 0785-28864-3
- *Getting Things Done: The Art of Stress Free Productivity* by David Allen - ISBN: 0142-00028-0
- Other readings announced during the semester

**V. Method of Instruction**

This is a seminar class. Instruction will include readings, lectures, discussions, and student presentations.

**VI. Method of Evaluation**

The final grade for the course will be determined by a point system. The system is as follows:

95-100 – A	75-84 -- C	Below 65 = F
85-94 -- B	65-74 – D	

**Points will be earned in the following manner:**

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|--|------------|
| <ul style="list-style-type: none"> <li>• Integrative Paper /Formal Class Presentation<br/><b>(Assignment tied to program objectives: 1,2,3,4,5,6,7, 8,9,10,11,12,13,14)</b></li> </ul> | 35/30 pts. |
| <ul style="list-style-type: none"> <li>• Resume' Development and Simulated Interview<br/><b>(Assignment tied to program objectives: 10,11,)</b></li> </ul>                             | 20 pts.    |
| <ul style="list-style-type: none"> <li>• Attendance, Participation, &amp; Professionalism<br/><b>(Assignment tied to program objectives: 1,2,3,6,7,8,9,10,11,12,13)</b></li> </ul>     | 15 pts.    |

<b>Maximum Points</b>	<b>100 pts.</b>
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## -Guidelines for Assignments and Special Projects-

### **Assignment I - Agency Research and Policy Paper and Formal Class Presentation.**

#### **Part I The Integrative Paper – Worth 35 pts. –**

##### **Due Date of Presentation**

Each student is required to complete a 10-12 page typed, double-spaced paper that integrates some aspect of the student's field practicum experience with each of the content areas of social work education (values and ethics, diversity, social and economic justice, populations-at-risk, human behavior and the social environment, social policy, and research). The paper should contain, but not necessarily be limited to, the following information:

**Part A.** Identifying information about the field practicum agency/organization. Include the following information: Who started the agency including when, how, and why? The agency's purpose/mission statement. What is the governance structure of the agency? Identify key personnel and provide an organizational chart. Discuss the Board of Directors and/or Advisory Board and the differences in roles and functions of each. Fully discuss funding sources for the agency. Describe the agency's policy on client fees. What are the programs and services of the agency? Describe the agency's organizational culture as you have experienced it in your field practice.

**Part B.** How are social work values and the NASW Code of Ethics practiced within the agency? Give examples to support your findings. How are people accountable for ethical behaviors in your agency? How would you assess the agency's commitment to social work ethics? Demonstrate your mastery of the NASW Code of Ethics in this section.

**Part C.** Discuss the diversity of the agency. How would you assess the agency's commitment to cultural competence? Consider both the organizational commitment to cultural competence and the commitment of individual staff with whom you have worked. What at-risk groups are served by your agency? Analyze the agency's approach to these at-risk groups. Describe the agency's commitment to social and economic justice? How does the agency operationalize this approach? How does your agency function as an advocate for vulnerable populations?

**Part D.** Select one specific population group served by the agency. Describe how the agency enacts the ecological or person-in-environment perspective in its delivery of services with this population. Discuss at least three theoretical perspectives on human behavior that inform your work with this particular population.

**Part E.** Discuss the policies that drive the work of the agency/organization. Be sure to include internal agency policies and external statutes that create parameters around your work.

**Part F.** How does your agency/organization use research? Be sure to include both program evaluation research and social science research in your discussion.

**Part G.** What is the organization's approach to supervision and professional development? How much is professional development supported by supervisors, top administrators, and through funding?

**NOTE:** Neatness, pride in finished work, organization of thought, grammar and clarity of assignment will be considered in the final point value of the assignment. It is acceptable to attach addenda to your paper for items that might elucidate your paper (e.g. organizational chart, agency brochure, etc.)

## Part 2 Formal Class Presentation - 30 points

The following criteria will be used when grading the formal presentation:

1. **Verbal delivery and execution of information-** (Examples: varied voice tone and positive non- verbal communication; concise delivery of the most important facts and information about the agency/program; knowledgeable- accurate facts).
2. **Creativity and visual aids-** (Examples: video, pictures, documentaries, power point, posters, interactive presentation, marketing backdrops from agency, pamphlets, etc.).
3. **Polished and professional presentation-** (Examples: an air of self confidence; poised, active and energetic; engaging, good eye contact, interesting, and professionally dressed and groomed).
4. **Organization and time management-** (Examples: securing and having equipment set-up, tested, and ready at onset of presentation; conscious of allotted time for delivery of information, allow time and seek questions and/or comments from the audience ).

### Assignment II- Classroom Participation and Professionalism

All students are expected to attend class. No unexcused absences are allowed. Excessive tardiness will also result in a loss of points. Students are also expected to come to class prepared to interact in discussion and activities in the classroom. Professional social workers must be able to critically analyze the world in which they live, and be alert to the ever-changing and sometimes unpredictable nature of their environment. Students must become adept at appreciating and respecting the variety of perspectives that different people and groups can bring to an issue. Class participation is preparation for professional work, and the student will be assessed by the level of their responsible engagement in the learning processes offered in the course.

### Assignment III - Worth 20 pts.

#### “Cover Letter and Resume Development...Simulated Agency Interview”

Each student is required to confer with Career Services on “*how to*” develop a cover letter and professional resume. A completed generic cover letter and resume is due at least one week prior to your simulated interview. Please submit three copies of this assignment for use in the simulated interview.

The students will participate in a simulated/mock job interview as the culmination of this assignment. A social service manager or human resource director from a community social service agency will facilitate the interviews. The interviewer, professor, and classmates will offer suggestions and feedback at the conclusion of this experience. Professional dress is required.

## VII. Tentative Course Calendar

February 10	Course syllabus & Integrative Paper Discussion
February 17	Various seminar topics
February 24	Various seminar topics
March 3rd	Various seminar topics
March 10th	Various seminar topics
May 26	ACAT Preparation
June 2	ACAT Exam
July 7th	Populations at Risk / Discuss Integrative Paper
July 21st	Student Presentations
July 28 <sup>th</sup> ???	Student Presentations

## VIII. Behavioral Expectations of Students

**Shared Client and Agency Information:** In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

**Social and Economic Justice:** The faculty of the Department of Social Work believes we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics and the Social Work Department's Core Performance Standards, social workers should strive to:

- Eliminate personal and institutional discrimination;
- Ensure access to needed resources and opportunities for all persons;
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised;
- Respect cultural diversity in society;
- Advocate changes that improve social conditions and promote social justice;
- Encourage participation in the democratic process; and
- Encourage people to develop their own voice.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

## IX. Policies:

**Disabilities:** The Americans with Disabilities Act of 1990 requires that the University make reasonable accommodation to persons with disabilities as defined in the act. Students who wish to seek accommodations under the ADA guidelines must contact the Office of Counseling Services at 731-661-5322, who will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

**Changes to Course Syllabus/Outline:** The professor reserves the right to change the course syllabus or course outline if necessary. Students will be informed of any changes in a timely manner.

**Academic Integrity:** Academic dishonesty is a violation of the social work program's values and ethics and may result in:

- A grade of zero for the work
- A grade of "F" in the course
- And/or dismissal from the social work program

The policy as explained in the student handbook will be enforced.

**Cheating/Plagiarism:** Students who cheat/plagiarize on a paper, test, etc., shall be given an "F" grade for the particular incident and/or course." Cheating is defined as the attempt, successful or

not, to give or obtain aid and/or information by illicit means in meeting any class requirement. Cheating includes plagiarism or use of other's ideas, etc. without proper acknowledgments.

## X. Bibliography

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## **UNION UNIVERSITY SOCIAL WORK PROGRAM**

### **Program Mission**

The Social Work Program at Union University seeks to prepare students for entry level generalist social work practice. The program emphasizes the importance of a solid liberal arts foundation and of Christian and social work values that promote social and economic justice and an understanding and appreciation for human life and its diversity.

### **Program Goals**

- To prepare competent and effective professionals for entry-level social work practice with diverse client systems and population groups within an ever-changing global context.
- To ground students in the profession's history, purposes, and philosophy.
- To equip students for competent social work practice through the integration of social work knowledge, values, and skills.
- To prepare students for a career in the social work profession and for success in a graduate social work program.
- To participate in the development of social work knowledge and provide leadership in the development of service delivery systems.
- To promote students' understanding of the Christian worldview, with Jesus as the model, which values human life, appreciates and respects diversity, and promotes social and economic justice.

### **Program Objectives**

- The graduate will be able to apply critical thinking skills within the context of professional social work practice.
- The graduate will be able to practice within the values and ethics of the social work profession and with an understanding of and respect for the positive value of diversity.
- The graduate will demonstrate the professional use of self and practice without discrimination and with respect, knowledge, and skill related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

The graduate will understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

The graduate will understand the history of the social work profession and its current structures and issues.

The graduate will apply the knowledge and skills of generalist social work practice with systems of all sizes.

The graduate will be able to use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

The graduate will be able to analyze, formulate, and influence social policies and the impact of social policies on client systems, workers, and agencies.

The graduate will be able to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions and those of other relevant systems.

The graduate will be able to use communication skills differentially across client populations, colleagues, and communities.

The graduate will use supervision and consultation appropriate to social work practice.

The graduate will be able to function within the structure of organizations and service delivery systems and seek necessary organizational change.

The graduate will demonstrate an understanding of a Christian worldview and life style that values human life, appreciates and respects diversity, and promotes social and economic justice.

Faculty and students will be involved with community service opportunities that promote human well-being.